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WorkMentoring. Valladolid May 8 – 13 2016. Workshop on things to have in mind when supporting students at work.

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(Green Program for Organic Production)





Three way agreement.

School, formal education, pairing the student with the workplace, following the student in training.

Organizing, planning and evaluating the student. Graduation.

Workplace / professional partners. Setting the goals of the training, mentoring and supporting student, training the student.

Student / learner. Taking responsibility of the learning, knows what to train and evaluates own skills and competences. Comes on time, does the work during training, talks about the experience. Delivers assignments and portfolio.

All three sign an agreement about the workplacement.





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Practice in giving instructions.

Working in pairs. **Do not show your work to your partner.**

Both draw a picture of a house. Include door, windows, not a flat roof, some trees around and a few more details.

One in each pair describes his/her house and the other one draws the house. No communication except instructions from one side. After two minutes you compare.

Again. The other person describes his / her house and takes questions from the one taking instructions. After two minutes you compare your pictures.

How can we be certain the receiving person understands what to do?





Giving instructions.

- How can we be certain the receiving person understands what to do? (Active listening.)
- How do we design questions so the students know what we are asking about? (Types of questions.)
- How can we be sure we understand what students or others are talking about?
- Mentoring is very much about this.
- The biggest thing is the learning for students.
- Understanding each other is very important.



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Mentoring - МЕHTOPCTBO

Definition:

- “Mentoring is a means of transmitting knowledge, experience, support, skills or guidance from one age group to another or from one individual to another. It assumes a relationship of trust and commitment on the part of mentors and mentees”
(*The Divert Trust*).

Mentor is the older person, more experienced. Farmer.

Mentee = student = beginner is the younger person, less experienced

Trainer = You, the ones who will train mentors.





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Mentoring - менторство

Mentoring is:

- a one-to-one relationship over a period of time between a less experienced person (mentee) and an established professional (mentor), which provides consistent support, guidance and practical help.

Google Translate!!Xz*“#*(#)?

Менторство е:

- однос еден-на-еден во текот на еден период на време помеѓу помалку искусен лице (менториран) и воспоставен професионален (ментор), кој обезбедува конзистентна поддршка, насоки и практична помош.





Mentoring - менторство

Mentoring is:

- a process by which an experienced professional shares their personal skills, knowledge and experience with another person
- a means of enabling a less experienced person to gain the necessary skills, knowledge and confidence to be able to perform at a higher level

Менторство е:

- процес со кој искусен професионалец акции на нивните лични вештини, знаење и искуство со друго лице
- средство за овозможување на помалку искусен човек да се стекнат со потребните вештини, знаење и доверба да биде во можност да настапи на повисоко ниво





Mentoring - МЕНТОРСТВО

- an opportunity for a less experienced person to gain access to impartial, non-judgmental guidance and support
- a process of working together to achieve predetermined goals and objectives
- a two-way process through which both parties derive satisfaction from the progress, and success is attained through working together.
- можност за помалку искусен човек да се добие пристап до непристрасен, неосудувачки насоки и поддршка
- процес на работат заедно за да се постигнат однапред утврдените цели и задачи
- двонасочен процес преку кој двете страни се изведе задоволство од напредокот и успехот се постигнува преку заедничка работа.





Benefits of mentoring.

- **In groups of three.**

List benefits, what is good, what is helpful in using mentoring for the student, for the mentor and for the company /other workers? 5 minutes.

- Then each group will name one benefit for each part.
- Again the groups.
- How is mentoring different from a boss – worker relationship?
- Or a relationship between two coworkers?
- What is the key word in mentoring??
- What is the goal with workplace training?
- How can mentoring help the student in training?



Benefits of mentoring.

For the student.

- Improved motivation, prospects for a career.
- Improved level of skills/knowledge.
- Improved self-confidence, communication, and social interaction.
- Improved problem solving and coping skills.
- Developed goals and aspirations
- Practical assistance and personal support
- Increased sense of direction





Benefits of mentoring.

For the mentor.

- Satisfaction of job well done
- Development of skills
- Challenge – stimulation
- Recognition of their skills
- Continued professional development
- Increased motivation
- Increased personal effectiveness, self-esteem and resourcefulness
- Improved interpersonal skills: negotiating, listening, communication skills





Benefits of mentoring.

For the organization - company.

- More effective student, worker (mentee)
- Developing of staff (mentor)
- More motivated student/worker
- Speedier and easier transition period for mentee

Mentoring is about support.

- The main idea is that if a student is secure the training and learning is going to be more effective and the student is more likely to want to join the sector / this type of work.





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Who should be the mentor?

The boss?

- Knows the big picture for the company.
- Perhaps distant to the daily work.

A coworker?

- Will have to have an overview and understanding of the workplace.
- Is closer to the work and the daily routine.
- Does not have to make decisions about the student, attendance and other administrative things.

We think the mentor should be more an equal to the student. The student becoming a coworker.





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Why does this not work?

There can be barriers, obstacles to mentoring.

- The mentor is not interested in supporting the student.
- Mentor is not prepared and does not have good communication skills.
- Mentor is not patient, not able to see another perspective, too controlling, over friendly.
- Mentor does not understand the role.

A mentoring workshop is to point out the skills needed and to train some of these.





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Why does this not work?

The student has problems.

- Not interested, does not show up at work, does not understand the purpose of training.
- Not ready for the workplace, needs knowledge and skills at work.
- Different culture.

Note; both general culture differences and
School culture - Work culture - Street culture.

- Gender issues.

We need to be aware of these and other possible barriers to mentoring / support at work.





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Why does this not work?

The workplace environment can be difficult.

- Difficult culture at the workplace, bullying, gossip prejudice....
- Not possible to be private to ask and discuss things.
- Too: cold, hot, noisy, dark, bright to be able to have good communication to support student.

Many things can be overcome:

- Train mentors. Have support for mentors.
- Prepare students for the workplacement.
- Check the workplace and suggest solutions to barriers.





Problems - Solutions

In groups of three. Each group discusses one or two examples and suggests how a mentor can react.

- Your learner is constantly being distracted by other workers.
- Your learner is not cooperating with others in your team.
- Your learner has just started to turn in late for work.
- Your learner is working below their potential.
- Your learner is all too quick to give up trying new skills.
- Your mentee sends you a friend request on facebook. ??





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What does the mentor do?

Roles and responsibilities of the mentor

The mentor will help their mentee / student to:

- Agree and set goals (SMART goals).
- Identify development opportunities.
- Aim to get the job done better.
- Consider career aspirations and needs.
- Create opportunities.
- Encourage the mentee to self reflect, strengths and weaknesses.





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What does the student want?

What the mentee expects from the mentor:

- Does not blame, stays neutral
- Be honest
- Easy to approach
- Be experienced at work
- Gives constructive and positive feedback
- Shows empathy.





Formal agenda of mentoring.

The workplace arrangements should include a mentoring agreement. The mentor and the student should know what they are supposed to do.

In the agreement, it is important to set out the expectations and intentions of the mentoring relationship so that it is:

- Formal enough to be structured and
- Informal enough that it is not a binding contract

It must provide the clarity to ensure that both parties agree to the extent of the relationship.

- Memorandum of understanding
- Statement of Intent
- This agreement and its format will need to be agreed in each country and each sector.



Skills for mentoring.

Mentors need good interpersonal skills and particularly listening skills.

Listening is not only hearing, but understanding, retaining and rewording.

Active listening requires the listener to feed back what he hears to the speaker by way of paraphrasing or rewording what he has heard in his own words to confirm what he has heard and moreover to confirm the understanding of both parties.

Perceiving. - Hearing.

Paying attention. - To what is being said.

Remembering. - Keeping key words and ideas.

Thinking and reasoning. - What does this mean?

Saying something to show you understand. Repeating and paraphrasing. Nod your head, say yes or no



Skills for mentoring.

Groups of three.

One per group is the mentor, one is the student and one watches.

The students go out to get instructions.

The mentors also go out to get instructions.

The student asks the mentor if he/she can talk to the mentor.

The mentor is listening. The third member of the group evaluates the quality of the communication.

3 minutes.

After this the groups report about the experience.





Conditions for mentoring.

Which are the qualities to be an effective mentor?

Which competencies do we need to achieve a successful mentoring relationship.

Empathy

This quality is essential to the mentoring process. It involves listening to the mentee and trying to see their world from their perspective ('frame of reference'). It has been described as 'being able to put yourself in someone else's shoes'.

Empathy is not the same as sympathy. When the response of sympathy is triggered, we are often overwhelmed by the other person's emotions. The analogy of quicksand is often used. If someone is trapped in quicksand we could feel sympathetic to them and walk into the quicksand to comfort them. We are then both trapped.